

School No.: 621366

# **Quality Review Report (Translated Version)**

**Women's Welfare Club Western District  
Hong Kong David Woo Memorial  
Anglo-Chinese Kindergarten**

**Ground Floor, Yat Yan House, Yat Nga Court, Tai Po, New Territories**

**21, 22 & 24 May 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 21, 22 & 24 May 2024**

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

## **School Performance**

### **1. Promoting Continuous Development of School**

- 1.1 The school has started operation for more than a year. Under the guidance and support of the leadership team, the school discusses the affairs in various domains through regular meetings. It also collaborates with the affiliated kindergartens of the organisation to organise joint-school teacher training and principal meetings, which facilitate exchanges among schools for promoting the steady development of learning and teaching as well as administrative work. The school arranges a proper induction mechanism for newly recruited teachers. It assigns experienced teachers to help the new members adapt to the work environment and grasp the teaching requirements as soon as possible. The management communicates with teachers in an open manner. It is willing to listen to teachers' opinions and gives them timely support. Besides, it encourages teachers to take part in training according to their professional needs and share what they have gained with peers for making progress together. The team builds mutual trust on care, creating a harmonious work atmosphere.
- 1.2 The school recognises the rationale of school self-evaluation. It gathers and collates the views of different stakeholders, including information of teachers' teaching reflection and parents' activity surveys, for making reference when doing review and planning tasks. At the end of a school year, the management considers the school context and kindergarten education trends with the team to discuss development directions. The school regards promoting Chinese culture and facilitating children to learn through play as its major concerns of this school year. It sets appropriate work objectives and deploys relevant strategies in aspects such as teaching design, environment set-up and home-school cooperation to implement the work plans.
- 1.3 The school cares about learner diversity. It has a clear identification and referral mechanism in place and solicits external resources to support children's diverse needs so that children can receive suitable services the soonest. The school holds parents' day for the newly admitted children and campus experience activities before

their admission to school to help the newcomers adapt and learn in a step-by-step manner, thus kicking off their kindergarten life joyfully. The school is keen to promote parent-related work and maintains close liaison with parents to keep them aptly informed of their child's learning. In tandem, it encourages parent education through monthly tea gatherings to arrange different thematic talks and handicraft workshops, allowing parents to learn about parenting skills under a relaxed atmosphere. Parent-child activities that are in line with the major concerns are also organised to assist parents in grasping the development of the school while fostering parent-child relationships. Parents take part in school activities with eagerness and are willing to work with teachers to facilitate children's growth.

## **2. Learning and Teaching**

- 2.1 With reference to the teaching packages, the school uses real-life themes to plan an integrated curriculum that connects different learning areas. According to themes, teachers arrange diversified learning activities such as exploratory games, snack making, visits and experiential activities. They also launch project learning activities in every school term based on children's interests to let children gather insights and construct knowledge through enriched learning experiences. The school is required to review and revise the daily schedule so that children of whole-day classes can have sufficient time to participate in music and physical activities every day to foster their balanced development. Besides, some homework content of K3 in the learning area of Early Childhood Mathematics is too difficult, with mechanical calculation exercises included. The school must remove the relevant homework to meet children's development and needs.
- 2.2 The school has a clear policy on the assessment of child learning experiences. Teachers continuously observe and record the performance of children in each theme and summarise the development of children in different learning areas in every school term, understanding children's learning effectively. Furthermore, the school creates learning portfolios for children to maintain their development records properly and keep parents informed of their child's developmental progress systematically. Teachers collate children's assessment information at an opportune time. They may further analyse the information and utilise the findings to feedback on teaching.
- 2.3 Teachers of each grade level discuss the learning content, activity arrangement and

teaching aid design in lesson planning meetings. The management attends the meetings and gives advice. It also keeps track of the curriculum implementation and teaching as well as rendering feedback and support to teachers through classroom walkthroughs, lesson observations and so forth. Teachers have built a habit of routine teaching reflection, which is conducive to improving the activity effectiveness. The management is advised to optimise the use of the related review information with the team for ongoing improvement of curriculum planning. It may organise lesson observations as well in response to the development plans and needs of teachers to facilitate the professional exchange and growth of teachers, thus strengthening learning and teaching.

- 2.4 In this school year, the school sets a major concern and puts effort into enhancing children's understanding of Chinese culture. For instance, the school facilitates children to learn about the traditional custom and meaning of festivals through festive activities. It introduces the 24 solar terms regularly by means of short videos, songs, stories, etc., to guide children to appreciate the wisdom of ancient Chinese and link Chinese culture up with daily life naturally, developing children's sense of belonging towards the country. Meanwhile, the school meticulously plans parent-child Chinese art and culture day and ancient sports day which allow parents and children to take part in various types of experiential activities together, such as making fragrant sachets, designing opera masks, and trying Chinese golf and archery, in order to nurture children's appreciation of Chinese art and culture as well as fostering their learning interest. Additionally, teachers are incorporating elements of Chinese culture into themes to facilitate children's further understanding of the different aspects of the country and cultivate children's patriotism through daily teaching. On the other hand, the school also expects to enhance the effectiveness of learning through play for children in this school year. Its major strategies are refining the set-up of interest corners in classrooms and introducing more games day at school so as to promote children's active learning and exploration. However, the management is required to increase the consensus among teachers on work implementation. It must lead teachers to review the work progress on a regular basis and timely adjust the strategies or take follow-up actions in light of the actual situation so that the expected goals of the plans can be attained.
- 2.5 There are different interest corners in classrooms. Teachers provide a wide range of materials and games in the exploratory zones as well as performing simple experiments with children during group time to inspire children to explore with their

senses to develop their inquisitive mind. Some teachers decorate the role-play zones in accordance with themes to ignite children's imagination when conducting imaginative play, such as camping and having a barbecue in the countryside, and taking care of pets at home, to enable children to connect what they have learnt. During free choice activity sessions, children like to go to the art zones and use various types of materials to make art and craft works, draw, or cut paper for collage freely, and introduce their creative works to teachers and peers proactively. They manipulate interesting teaching aids and construct building blocks together. They also read books that are recommended by teachers and talk about the story content in the reading zones. Moreover, children are willing to interact and play with teachers in English or Putonghua, learning relaxingly and joyfully. At the end of free choice activities, children put back items used and tidy up the classrooms in collaboration, showing good self-care abilities and a willingness to serve others. Apart from allowing children to review the number of interest corners that they have visited, teachers may also encourage children more often to share their activity experiences and feelings so as to guide children to consolidate their newly acquired knowledge.

- 2.6 Teachers arouse children's interest in learning and facilitate children's understanding of the thematic content effectively through different activities including telling stories, discussing daily life experiences and playing simple games with children. Teachers design suitable physical activities to develop children's basic skills and coordination while guiding children to grasp the techniques and ensuring their safety. Teachers are advised to improve the grouping arrangements so that switching of events will be smoother and children can have more opportunities to exercise. Music activities comprise singing, rhythmic movements, playing musical instruments and other elements. Teachers may adjust the teaching methods at opportune times in response to children's performance to help children play games along the beats and melodies of songs. In this way, children are able to further express their feelings through music and enjoy the pleasure of music activities.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school is able to draw up suitable major concerns in view of its context and children's developmental needs. The management is required to lead teachers to focus on the work objectives to deploy more specific strategies and success criteria, coordinate the team to achieve a consensus on the implementation content and the

assessment methods while continuing to examine how the plans are carried out. In this way, corresponding follow-up and improvement measures can be developed to accomplish the expected results of the plans.

- 3.2 The management must strengthen its curriculum leadership to steer the team to review and revise the daily schedule, remove the inappropriate homework of K3 and evaluate the overall effectiveness of the curriculum aptly. The management is also advised to plan lesson observation activities in connection with the school's development and teachers' needs so as to help teachers implement the major tasks in a focused manner. It may let teachers keep on sharpening their teaching skills and refining the activity design through mutual observation and exchange to enhance the effectiveness of learning and teaching.